

Public-Relations (PR) Nightmares

Marketing Project

Project Description

During this project, students examine the impact of negative publicity on businesses, as well as methods to regain customers', employees', and the public's confidence in the goods and services offered by these businesses. Working in teams, students select and research a company that recently experienced a public-relations (PR) nightmare. They determine the cause and effects of the negative publicity and create a PR campaign to help the company to recover from the bad press. In addition to planning the campaign, students create the actual PR tools and materials that they would recommend to the company. Each team develops a video explaining its PR campaign and then submits it, along with the PR tools and materials that it created, to the company in question. Finally, each student develops a profile of a company that experienced negative publicity at some point in its history and the steps (successful or otherwise) that the company took to bounce back.

Performance Indicators

- Explain communications channels used in public-relations activities (PR:250) (SP)
 - a. Define the following terms: press kits, audio/video releases, matte release, website press room, special events, sponsorships, community relations, philanthropy, crisis management.
 - b. Explain the role of public relations in business.
 - c. Discuss advantages/disadvantages associated with public relations.
 - d. Describe the main tools used in public relations to communicate with targeted audiences (i.e., media relations, media tours, newsletters, special events, speaking engagements, sponsorships, employee relations, and community relations and philanthropy).
 - e. Explain tools used to communicate public relations messages to the media (i.e., press kits, audio/video releases, matte releases, website press room).
 - f. Discuss reasons that public relations specialists monitor markets.
 - g. Describe the purpose of crisis management in public relations.
 - h. Explain trends in public relations.
 - i. Describe the use of blogs for public relations activities.
 - j. Discuss the use of web forums in public relations activities.
 - k. Explain how RSS feeds can be used for public relations activities.
 - l. Describe the use of podcasting for public relations activities.
 - m. Explain how search engine optimization (SEO) can be used for public relations activities.

PR Nightmares: Teacher Guide

- Identify types of public-relations activities (PR:252) (SP)
 - a. Discuss types of interactive public-relations activities (e.g., press conferences, speaking engagements, special events, sponsorships, blogs, web forums, chat rooms, social media, media tours, email).
 - b. Explain types of one-way public-relations activities (e.g., search-engine optimization, newsletters, web sites, RSS feeds, podcasts, press releases, press kits, audio/video releases, matte releases, direct mail).
 - c. Describe ways that interactive tools can be used to develop positive public relations.
 - d. Discuss ways that one-way tools can be used to develop positive public relations.
 - e. Explain the use of public relations for crisis management.
 - f. Describe trends in public relations activities.
- Discuss internal and external audiences for public-relations activities (PR:253) (SP)
 - a. Discuss reasons that public-relations specialists appeal to their company's employees.
 - b. Explain why public-relations specialists target communications to their customers.
 - c. Describe reasons that public-relations specialists target their communications activities at their community.
 - d. Discuss reasons that public-relations specialists target their communications activities at the company's vendors.
 - e. Explain why public-relations specialists target their investors with communications activities.
 - f. Describe reasons that public-relations specialists target the larger business community or industry members with their communications activities.
 - g. Identify topics appropriate for each of a company's audiences.
- Create a public-relations campaign (PR:239) (MN)
 - a. Describe characteristics of effective public-relations campaigns.
 - b. Identify goals of public-relations campaigns.
 - c. Explain public-relations tools/activities that are used in public-relations campaigns (e.g., presentations, public appearances, press releases, press kits, PSA's, speeches, and special events).
 - d. Discuss considerations in developing a public-relations campaign.
 - e. Explain the stages of managing a public-relations campaign.
 - f. Demonstrate procedures for creating a public-relations campaign.

PR Nightmares: Teacher Guide

Driving Question

- What should a company do to recover from negative publicity?

Timeframe

- 3-4 weeks

Entry Event

Ask students to share their opinions of Taco Bell, the American Red Cross, and Dallas' Texas Presbyterian Hospital (that treated the first U.S. case of Ebola). Then, watch the following videos with students:

- "Guy Licks Taco Bell Shells: Taco Bell Employee Gets Busted": <https://www.youtube.com/watch?v=yCKYSx3qeTA>
- "Report: Red Cross Diverted Resources for PR During Disaster Response": <https://www.youtube.com/watch?v=8V5dJGzqPYw>
- "Dallas Nurse Blasts Her Hospital's Ebola Response": <https://www.youtube.com/watch?v=AR-aRz6djzl>

Ask students what impact each video has had on their opinions of Taco Bell, the Red Cross, and the Texas hospital that treated the first U.S. Ebola case. Also ask students to consider what greater impact (e.g., decline in sales for Taco Bell, fewer donations for the Red Cross, fewer patients at the Texas hospital, etc.) this negative publicity might have on the businesses involved. Point out that none of these videos tells the "whole" story of what happened, yet each has undoubtedly hurt the businesses' reputations. Explain that the challenge that each of these businesses faces is to recover from this negative publicity and regain the public's confidence.

PR Nightmares: Teacher Guide

Initiating the Project			
Process	Purpose	Instructions	Deliverable
Introduce Project	To acquaint students with and generate interest in project	If this is the students' first exposure to project management, explain the role of project management in the classroom, in business, and in life. Use the entry event to kick off the project. Then, discuss the driving question with the class. Share the project statement of work and rubric with the students, and discuss the project's scope and deliverables. Finally, divide the class into teams of four students each.	N/A
Identify Stakeholders	To determine who will be involved in and/or impacted by the project	Each team should use the template provided to identify individuals who will be involved in and/or impacted by the project and its results.	Stakeholder Register
Develop Project Charter	To define the project and create a formal record of it	Each team should use the template provided to develop a scope overview; identify the purpose and benefits; create a milestone schedule; identify acceptance criteria; determine risks, assumptions, and constraints; and explain the team's operating principles.	Project Charter
Authorize Project	To indicate that each team has your approval to continue	Review the teams' stakeholders registers and project charters to determine whether each team is suitably prepared to proceed. Return the teams' documents, and explain that each team should compile its work in a central location (e.g., binder, Google Drive, etc.).	N/A

PR Nightmares: Teacher Guide

Planning the Project			
Process	Purpose	Instructions	Deliverable
Introduce Project Planning	To acquaint students with project management plans	Discuss the components of a project management plan with the class. Explain that students must develop each of these components before they can move on to “doing” the project. In essence, students must “plan the work” before they can “work the plan.”	N/A
Define Scope	To determine the scope of the project and project products	Each team should analyze the overview scope in its project charter and use the template provided to further define the scope of both the project and project products. Students should develop detailed descriptions of the project itself and the products of the project, clearly identifying what will be included vs. what will be excluded from the project and products.	Project Scope Statement
Create WBS	To break the project/project deliverable into smaller chunks	Each team should develop a work breakdown structure (WBS). The WBS is a detailed hierarchical listing of all of the things that must be delivered and all of the activities that must be carried out to complete the project. The WBS breaks the project deliverable into smaller and smaller chunks of work, called work packages. After developing a WBS, each team should also create a WBS dictionary that describes each component of the WBS in more detail.	WBS & WBS Dictionary
Sequence Activities	To determine the order of project activities	Each team should put its work packages in a logical order for completing the project. Assist students in determining any work packages that can be done concurrently, rather than consecutively, during the project.	Project Sequence
Estimate Activity Durations	To estimate time needed to complete project activities	Students should estimate the amount of time required for each work package.	Time Estimates

PR Nightmares: Teacher Guide

Planning the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Develop Schedule	To create a schedule for completing project activities	Students should assign any external deadlines to the corresponding milestones. Then, they should assign dates to all of the other work packages based on these deadlines and the estimated time require for each work package. If students have not done so already, instruct them to move their project schedules to a Gantt chart, spreadsheet, or scheduling software.	Project Schedule
Plan Human Resource Management	To establish project roles and responsibilities	Each team should consider team members' strengths and abilities and then use the template provided to identify students' roles and responsibilities chart. Students should also complete the team responsibility matrix (RAM) by listing project work packages and identifying who will be responsible for completing each work package. The team member(s) leading the efforts to complete a certain work package have primary responsibility (P) for the task. Teammates assisting with these efforts have secondary responsibility (S) for the task. Team members who are responsible for approving the work that has been done are marked with an A = Approval.	Human Resource Management Plan
Plan Communications Management	To determine when and how to communicate with stakeholders	Each team should use the template provided to explain what information to communicate, to whom the information should be communicated (e.g., teammates, teacher, etc.), how the information will be communicated, and how frequently the communications should occur.	Communications Management Plan

PR Nightmares: Teacher Guide

Planning the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Plan Quality Management	To determine quality requirements for project deliverables and processes	Each team should use the template provided to identify each of the project deliverables, the level of quality required for each deliverable (the quality criteria column), methods for managing and validated the deliverables' quality (the quality control/assurance activities column), and the individual(s) responsible for managing the quality of the deliverables. After completing the project deliverables matrix, students should repeat the exercise, but this time focusing on project work processes.	Quality Management Plan
Plan Risk Management	To identify risks, perform risk analyses, and plan risk responses	Students should review the potential risks that they identified in their project charter and then use the template provided to identify those and any other risks associated with successful completion of their project, determine the potential cause(s) of each risk, and estimate the probability that the risks will occur. Students should also determine the potential impact of the risks if they occur and what strategies they will use to mitigate that impact.	Risk Management Plan

PR Nightmares: Teacher Guide

Executing the Project			
Process	Purpose	Instructions	Deliverable
Manage & Do Work	To develop the project deliverables	After completing its project management plan, each team should review its team members' roles, responsibilities, and deadlines as defined in its project management plan. Then, students should begin work on the actual project deliverables—selecting and conducting research on a company that recently experienced bad publicity, developing a PR campaign to help the company recover from the bad press, creating tools and materials to use in that campaign, developing a video explaining their recommendations, and individually creating a profile of another company that experienced bad publicity.	PR Campaign & Materials, Video, & Company Profile
Conduct Research	To collect information on selected company & its negative publicity	Each team should conduct thorough research on its chosen company. It should examine specific instances of the negative publicity that the company experienced (and/or is currently experiencing), pinpoint the causes of the bad publicity, and research the impact that the negative publicity has had the company's reputation, financial health, prospects for success, etc.	Causes & Effects of Negative Publicity
Create PR Campaign	To develop a plan for recovering from the company's negative publicity	After completing its research and analyzing its findings, each team should devise a public-relations campaign to help the company regain customers', employees', and the public's confidence in the company and its products.	PR Campaign
Develop PR Materials	To prepare materials and tools for the PR campaign	Each team should create tools and materials (e.g., blog entries, social media posts, podcasts, press releases, direct mail, etc.) that the company could use in conjunction with its PR campaign.	PR Tools & Materials

PR Nightmares: Teacher Guide

Executing the Project (cont'd)			
Process	Purpose	Instructions	Deliverable
Create Video	To explain PR campaign & collateral materials	Each team should develop a short video explaining its PR campaign (e.g., the campaign's purpose, goals, etc.) and accompanying PR tools and materials. (Target audience: company executives)	Video for Company Executives
Prepare Company Profile	To share information about another company's efforts to overcome negative publicity	Each student should conduct research on a more historical case of a company's efforts to overcome bad publicity (e.g., Exxon Valdez Spill, Johnson & Johnson's cyanide-laced Tylenol scare, etc.). Then, s/he should use media/technology of his/her choice to develop a profile of the company, the negative publicity that it experienced, steps that the company took to overcome the bad press, and the success or failure of these efforts. Each student within a team should select a different case to research, but none should research the same company that the full team is researching for its work.	Company Profile

PR Nightmares: Teacher Guide

Monitoring & Controlling the Project			
Process	Purpose	Instructions	Deliverable
Report Performance	To notify the project sponsor (the instructor) of project progress	Each team should use the template provided to complete and submit a project status report to the project sponsor (instructor). (Determine the frequency of the status reports based on the nature and length of the project.)	Project Status Reports
Record Issues	To define issues and develop necessary responses	When issues arise while executing the project, each team should use the template provided to make note of these issues. Team members should come together to discuss each issue, estimate its potential impact, and determine steps to take (if any) to respond to the issue.	Project Issue Log
Perform Integrated Change Control	To gain the project sponsor's (instructor's) approval for changes to processes and/or deliverables	If a team determines that a significant change needs to be made to its project due to any identified issue, members of the team should use the template provided to notify the project sponsor (instructor) of the necessary change. Students should submit the change request form for approval.	Change Request Form(s)
Control Scope, Schedule, Quality, & Risks	To conduct variance analyses and develop any necessary responses	Students should verify that they are on schedule (and what actions to take if they are ahead of or behind schedule), validate and control the scope of the project (so that they do not get sidetracked or distracted by things not within the scope of the project), perform quality control and quality assurance activities, and monitor and control project risks.	N/A

PR Nightmares: Teacher Guide

Closing the Project			
Process	Purpose	Instructions	Deliverable
Send Work with Company Executives	To share the contents of PR campaign	Each team should send its video and PR materials/tools electronically to its chosen company's executives for review (and possible feedback).	Video & PR Materials/Tools
Submit Deliverables	To submit work for review	Students should submit their project deliverables for evaluation.	Final Project Deliverables
Conduct Post-Project Review	To collect feedback from project stakeholders	Each team should use the template provided to gather feedback from all project stakeholders, including the project team and sponsors.	Post-Project Reviews
Document Lessons Learned	To reflect on the project and students' learning	Each team should compile and analyze the data that it collected via the post-project review forms. Then, each team should use the template provided to document its lessons learned. Finally, each student should use the template provided to assess the performance of each individual within her/his team.	Lessons Learned & Self & Peer Assessment

PR Nightmares: Statement of Work (SoW)

Project Title	Public Relations (PR) Nightmares
Driving Question	What should a company do to recover from negative publicity?
Project Description	<p>During this project, students examine the impact of negative publicity on businesses, as well as methods to regain customers', employees', and the public's confidence in the goods and services offered by these businesses. Working in teams, students select and research a company that recently experienced a public-relations (PR) nightmare. They determine the cause and effects of the negative publicity and create a PR campaign to help the company to recover from the bad press. In addition to planning the campaign, students create the actual PR tools and materials that they would recommend to the company. Each team develops a video explaining its PR campaign and then submits it, along with the PR tools and materials that it created, to the company in question. Finally, each student develops a profile of a company that experienced negative publicity at some point in its history and the steps (successful or otherwise) that the company took to bounce back.</p>
Timeframe	3-4 weeks
Objectives of the Project <i>(what you will learn to do)</i>	<ul style="list-style-type: none"> • Explain communications channels used in public-relations activities • Identify types of public-relations activities • Discuss internal and external audiences for public-relations activities • Create a public-relations campaign

PR Nightmares: Statement of Work (SoW)

Key Deliverables	<p><u>Video Describing PR Campaign</u></p> <p>Each <u>team</u> develops a short video that describes its PR campaign to help the team's selected company to regain customers', employees', and the public's confidence in the company and its products. The video should discuss the campaign's purpose, goals, accompanying tools and materials (see below), etc. (Target audience: company executives)</p> <p><u>PR Tools and Materials</u></p> <p>Each <u>team</u> develops a variety of PR tools and materials (e.g., blog entries, social media posts, podcasts, press releases, direct mail, etc.) that the team's selected company could use as part of its PR campaign.</p> <p><u>Company Profile</u></p> <p>Each <u>student</u> selects and researches a historical case of a company's efforts to overcome bad publicity (e.g., Exxon Valdez Spill, Johnson & Johnson's cyanide-laced Tylenol scare, etc.). Then, s/he uses media/technology of her/his choice to develop a profile of the company, the negative publicity that it experienced, steps that the company took to overcome the bad press, and the success or failure of these efforts. NOTE: Each student within a team must select a different case to research, and none may research the same company that the full team is researching for its work.</p>
-------------------------	--

PR Nightmares: Rubric for Video Describing PR Campaign

Criteria	Professional	Experienced	Developing	Novice
Content Information communicated by the video 60 points	The purpose of the PR campaign is clearly and concisely explained.	The purpose of the PR campaign is explained relatively well, but some clarification is required.	The explanation of the PR campaign's purpose is difficult to follow and understand.	An explanation of the PR campaign's purpose is incomplete or missing.
	Goals are clear, measurable, challenging, and reachable.	Goals are clear, measurable, and challenging but difficult to reach.	Goals are unclear yet stated in measurable terms.	Goals are unclear and not stated in measurable terms.
	PR strategies are clearly explained for each target audience (i.e., customers, employees, the public).	PR strategies are somewhat explained for each target audience (i.e., customers, employees, the public).	Vague PR strategies are provided for each target audience (i.e., customers, employees, the public).	PR strategies are missing or lack sufficient detail to be useful.
	PR tools and materials are appropriate for reaching target audience(s) and for achieving campaign goals.	PR tools and materials are appropriate for reaching large parts of the target audience(s) and for achieving most campaign goals.	PR tools and materials are appropriate for reaching large parts of the target audience(s) but are unlikely to achieve most campaign goals.	PR tools and materials are inappropriate for reaching target audience(s) and are unlikely to achieve campaign goals.
	PR tools and materials are interesting and creative.	PR tools and materials are interesting but not creative.	PR tools and materials lack creativity and interest.	PR tools and materials are incomplete or missing.

PR Nightmares: Rubric for Video Describing PR Campaign

Criteria	Professional	Experienced	Developing	Novice
Communication Ability to express oneself so as to be understood by others 20 points	Ideas are expressed clearly and are easy to understand.	Ideas are expressed clearly with only a few words being difficult to understand.	Both ideas and words require effort to understand.	Ideas are vague and elusive, and language is difficult to understand.
	Video is polished, complete, and grammatically correct.	Video contains minor errors or hesitations that do not distract from the message.	Video contains distracting hesitations or grammatical errors.	Video contains many grammatical errors and long, awkward pauses.
	Visual aids support, focus, clarify, and reinforce information given.	Visual aids add some support to the information given.	Visual aids are related to the information given but do not clarify or reinforce it.	Visual aids detract from the information given, raising many questions.
Organization How the information is put together in the video 20 points	Main points are logically sequenced and easy to follow with points building on each other.	Main points are logically sequenced and generally easy to follow.	Main points are logically sequenced but difficult to follow.	Main points are so difficult to follow that their logic cannot be determined.
	Introduction engages viewers in topic and outlines what the video is about.	Introduction is interesting and provides a partial description of what the video is about.	Introduction is standard for the topic and hints at what the video is about.	Introduction is uninteresting and does not outline what the video is about.
	Video comes to suitable conclusion with main points clearly summarized.	Conclusion is satisfying, but the summary of main points is unclear.	Conclusion seems unsatisfying, and/or the summary of main points is vague.	Video ends abruptly without a conclusion or summary of key points.

PR Nightmares: Types of Public-Relations Activities Briefing

Topic	Types of Public-Relations Activities
Interactive Public-Relations Activities	<p>Interactive public-relations activities facilitate two-way communication between an organization and its publics. Although many interactive public-relations activities involve Internet tools and technologies, others are much more personal, involving face-to-face communication. Interactive public-relations activities include:</p> <ul style="list-style-type: none"> • Press conferences (also known as news conferences) <ul style="list-style-type: none"> ○ Meetings that a business or group invites members of the media to in order to make an announcement, generate news, and/or announce major developments • Speaking engagements <ul style="list-style-type: none"> ○ Events involving individuals who share their knowledge with audiences via speeches or interviews ○ Used to boost a business's visibility, position its spokespeople as experts, and generate customer leads • Special events <ul style="list-style-type: none"> ○ Happenings arranged for a specific reason or occasion ○ Used to attract attention, boost employee morale, celebrate new ventures, recognize VIPs, raise funds, etc. • Sponsorships <ul style="list-style-type: none"> ○ Agreements that allow a company to pay a fee to a team or an event for the right to affiliate itself with that team or event ○ Used to build goodwill and brand recognition • Blogs <ul style="list-style-type: none"> ○ Websites regularly updated (by a person or group) with information or opinions ○ Used to report company developments, events, etc., with employees, the media, and the public • Social media <ul style="list-style-type: none"> ○ Forms of electronic communications through which users build communities, network, share information, etc. ○ Used to monitor customer attitudes and communicate information to the public

PR Nightmares: Types of Public-Relations Activities Briefing

	<ul style="list-style-type: none"> • Media tours <ul style="list-style-type: none"> ○ Tours conducted by company spokespeople who travel to key cities to be interviewed by television and radio talk show celebrities, print and Internet reports, and other influencers ○ Used to introduce new products
One-Way Public-Relations Activities	<p>One-way public-relations activities do not allow for two-way communication between an organization and its publics. In other words, these PR activities allow an organization to communicate with its publics, but they do not include a mechanism for members of the public to respond. One-way public-relations activities include:</p> <ul style="list-style-type: none"> • Search-engine optimization <ul style="list-style-type: none"> ○ The process of designing and submitting web pages so that they can be found easily by search engines and obtain a good position in the search results • Newsletters <ul style="list-style-type: none"> ○ Messages that provide information of interest to particular groups • Websites <ul style="list-style-type: none"> ○ Related webpages owned and maintained as a collection of information by a particular person, entity, or organization • RSS feeds <ul style="list-style-type: none"> ○ Technology that allows corporate websites, news sites, etc. to share basic information about new web content with interested parties • Podcasts <ul style="list-style-type: none"> ○ Digital recordings that are distributed over the Internet and downloaded to a computer or mobile device for playback ○ Used to communicate news releases and other promotional material • Press releases <ul style="list-style-type: none"> ○ Written information provided to the media in order to obtain publicity

PR Nightmares: Types of Public-Relations Activities Briefing

	<ul style="list-style-type: none"> • Press kits <ul style="list-style-type: none"> ○ Articles and pictures provided to the media to obtain publicity • Audio/video releases <ul style="list-style-type: none"> ○ Prerecorded features provided to the media to include in news programming • Matte releases <ul style="list-style-type: none"> ○ Articles written by companies that are provided to media, often for use as filler material within publications • Direct mail <ul style="list-style-type: none"> ○ Promotional medium that comes to consumers' homes and businesses in the form of letters, catalogs, postcards, faxes, folders and emails
Crisis Management	<p>Crisis management is a public-relations strategy that involves the ongoing managing, planning, and coordinating of resources in the event that undesirable circumstances occur. When a real or perceived problem with a product arises, marketers are responsible for diffusing the situation, providing correct information, and generally saving the company's reputation.</p>

Initiating the Project: Stakeholder Register

Name	Designation	Role in Project	Internal/External Stakeholder	Contact Information
<i>Example: Gary Harris</i>	<i>Student</i>	<i>Project Team Member</i>	<i>Internal</i>	<i>555.555.5555</i>

Initiating the Project: Project Charter

Project Title	
Scope Overview <i>(a brief description of the project)</i>	
Business Case <i>(the purpose & benefits of the project)</i>	
Milestone Schedule <i>(an estimate of when milestones & deliverables will be completed)</i>	

Initiating the Project: Project Charter

<p>Acceptance Criteria</p> <p><i>(how the final product will be evaluated)</i></p>	
<p>Risks, Assumptions, & Constraints</p> <p><i>(things that could cause problems during the project)</i></p>	
<p>Team Operating Principles</p> <p><i>(team's absence policy, work policy, leadership policy, work ethics; member dismissal procedures, etc.)</i></p>	

Initiating the Project: Project Charter

Names & Signatures of Project Team Members	
Sponsor Signature	

Planning the Project: Project Scope Statement

Project Title	
Project Team Members	
Project Description <i>(an explanation of the work that the project involves)</i>	

Planning the Project: Project Scope Statement

Product Description <i>(an explanation of the deliverables resulting from the project)</i>	
Out of Scope <i>(a summary of activities and/or outputs that will <u>not</u> be included in the project)</i>	

Planning the Project: Human Resources Management Plan

Roles and Responsibilities

Name	Role in Project	Skills/Strengths	Responsibilities
<i>Example: Gary Harris</i>	<i>Project Team Member</i>	<i>Attention to detail; writing</i>	<i>Research; Lead writer</i>

Planning the Project: Human Resources Management Plan

Responsibility Assignment Matrix (RAM)

P = Primary Responsibility
S = Secondary Responsibility
A = Approval

		Person					
WBS Code	Work Package/ Activity						

Planning the Project: Communications Management Plan

What to Communicate?	To Whom?	How? (Method)	When?

Planning the Project: Quality Management Plan

Project Deliverables	Quality Criteria	Quality Control/ Assurance Activities	Responsibility

Project Work Processes	Quality Criteria	Quality Control/ Assurance Activities	Responsibility

Planning the Project: Risk Management Plan

Risk	Potential Cause(s)	Probability of Occurrence <i>(1 to 5, with 1 = highly unlikely & 5 = very likely)</i>	Potential Impact of Occurrence	Response Strategy

Monitoring & Controlling the Project: Status Report

Project Title	
Date	
Project Team Members	
Project Status <i>(select one)</i>	<input type="radio"/> In good shape <input type="radio"/> At risk of going off track <input type="radio"/> Out of control
Tasks Accomplished <i>(work completed during this time period; include completion dates)</i>	

Monitoring & Controlling the Project: Status Report

<p>Tasks in Progress</p> <p><i>(what the team is currently working on; include forecasted completion dates)</i></p>	
<p>Planned Tasks</p> <p><i>(work that hasn't been started yet; include expected completion dates)</i></p>	
<p>Issues</p> <p><i>(from issue log)</i></p>	

Monitoring & Controlling the Project: Status Report

Questions for Discussion

*(items to discuss
with your instructor/
project sponsor)*

Monitoring & Controlling the Project: Issue Log

Issue	Date	Priority (high, medium, or low)	Resolution	Assigned To	Status (open, closed)

Monitoring & Controlling the Project: Change Request Form

Project Title	
Date	
Project Team Members	
Description of Change	
Reason for Change	

Monitoring & Controlling the Project: Change Request Form

Impact of Change on Project	
Decision <i>(by project sponsor)</i>	<input type="radio"/> Approved <input type="radio"/> Denied <input type="radio"/> Deferred/Delayed
Rationale for Decision	
Sponsor Signature	

Closing the Project: Post-Project Review

Project Title:

Name:

Role in Project:

Date:

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements

Closing the Project: Post-Project Review

In your opinion, was the project successful? Why or why not?

How well did the project team do in achieving project objectives?

How closely did actual project activities align with your team's schedule in the project management plan?

Did you have sufficient resources (e.g., time, people, etc.) to complete the project? If not, what did you need more of, and why?

How well did team members communicate with each other?

What significant issues did you encounter during the project, and how were these issues handled?

Closing the Project: Lessons Learned

Project Title:

Team Members:

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements	What We Learned

Closing the Project: Lessons Learned

Milestone/ Process	What Worked Well	What Didn't Work	Recommended Improvements	What We Learned

Closing the Project: Self & Peer Assessment

List your team's members, including yourself, in the space provided below. Then, rate every person on each behavior listed. Use the following rating scale:

4 = Always

3 = Usually

2 = Sometimes

1 = Never

	Team Member Names (including your own)					
Behaviors						
Exhibited a positive attitude						
Treated others with respect						
Shared responsibilities						
Did work accurately & completely						
Communicated clearly & effectively						
Was organized						
Managed time wisely						